DOCUMENT RESUME

ED 058 660 EA 004 031

TITLE	School Board Policies on Drug Education & Drug Use. Educational Policies Development Kit.
INSTITUTION	National School Boards Association, Waterford, Conn. Educational Policies Service.
REPORT NO	Cat-71-25
PUB DATE	Jun 71
NOTE	33p.
AVAILABLE FROM	National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201 (Kit #71-25, 1-3 kits $2.00, quantity discounts)
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	*Board of Education Policy; Boards of Education; *Drug Abuse; *Drug Education; Drug Therapy; Due Process; *Guidelines; *Health Education; Search and Seizure

ABSTRACT

This report provides board policy samples and other resources on drug education and drug use. The intent in providing policy samples is to encourage thinking in policy terms and to provide working papers that can be edited, modified, or adapted to meet local requirements. The report discusses some of the dangers inherent in drug use and attendant to drug education programs that board policies could alleviate, and it offers some suggestions to aid boards in writing policies to cover these situations. (Author/JF)

ED 058660

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Educational Policies Development Kit

a component of the Educational Policies Service

EA 004 031

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NSBA
NATIONAL SCHOOL BOARDS ASSOCIATION

ED 058660

School Board Policies on DRUG EDUCATION & DRUG USE

Cat. no. 71-25 *June, 1971*

This is the third in the 1971 series of six kit-booklets issued to help school boards develop written policies in key subject areas. All policy samples and other policy resources reproduced herein have been selected from the files of the Policy Information Clearinghouse of the National School Boards Association's Educational Policies Service (EPS/NSBA) and coded to the EPS/NSBA policy codification system.

The intent in providing policy samples is to encourage thinking in policy terms; to provide "something to start with"--working papers to be edited, modified, or adapted to meet local requirements. Administrators of EPS/NSBA member organizations should file this booklet for continuing reference in their master copy of the Educational Policies Reference Manual.

These materials are disseminated for information only and do not necessarily reflect official viewpoints of the National School Boards Association.

Additional kits may be ordered from the National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201 at the following rates: 1-3 kits @ $2.00; 4-7 kits @ $1.80; 8-10 kits @ $1.60; 11 or more kits @ $1.50. Postage and handling charge added unless payment accompanies order--and payment should accompany all orders under $6.00 in value.

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EPS File:
IDBB--Drug Education
JCDAC--Drug Use

Introduction

Who could have foreseen as recently as a decade ago the magnitude of today's drug scene? For parents, school board members, and professional educators--those who care so much about young people --the phenomenon is at once distressing, maddening, and puzzling.

Distressing, because these are our kids--those thousands upon thousands of youngsters who are (or who will become) addicted to harmful drugs.

Maddening, because drug abuse seems so senseless.

And puzzling, because no one, it seems, has yet to come up with the answer to the problem.

What can be done about the problem?

Concerned people throughout the nation have made many proposals--provide more clinics, rehabilitation centers, and crash pads; provide more and better counseling services; rewrite the laws governing the control of both soft drugs and hard; install drug education programs into school curriculums.

But none of the proposals are easy to implement. They all cost money. And new tax money has been harder and harder to come by.

Help From Washington?

It's an old American custom that when a problem gets bad enough, we look to Washington for help. And some help for school boards may be in the offing through the implementation of the Drug Abuse Education Act of 1970 which the U.S. Congress passed just last December.

School boards that want to "do something" about the drug problem might want to explore the opportunities available under this new piece of legislation. Here are the highlights of the Act, which is designated as Public Law 91-527.

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The Statement of Purpose declares that the "abuse of dangerous drugs is increasing in urban and suburban areas" and that there is a "lack of authoritative information and creative projects designed to educate students and others about drugs and their abuse." To remedy this doleful situation, the Act provides funds to achieve these objectives:

--to encourage the development of new and improved curricula on the problems of drug abuse
--to demonstrate the use of such curricula in model educational programs and to evaluate their effectiveness
--to disseminate curricular materials and significant information for use in educational programs throughout the nation
--to provide training programs for teachers, counselors, law enforcement officials, and other public service and community leaders
--and to offer community education programs for parents and others on drug abuse problems.

The HEW Secretary is charged under the law to "carry out a program of making grants to, and contracts with, institutions of higher education, state and local educational agencies [i.e., school boards], and other public and private education or research agencies, institutions, and organizations to support research, demonstrations, and pilot projects designed to educate the public on problems related to drug abuse."

The law authorizes the expenditures of $10 million for the fiscal year beginning July 1, 1971, but, unfortunately, only $6 million has been actually appropriated.

(See "For more information...", the last document in this kit, for the person to contact regarding the guidelines for implementing P.L. 91-527.)

Getting Policies in Writing

Whether or not financial help is to be forthcoming from Washington or from state, local, or private foundation sources to fund needed programs, the important thing for school boards as governing bodies is to get their policies down in writing. Without the guidelines of policy and the administrative regulations for implementing policy, both the board and its professional staff are vulnerable to needless danger. Examples: Are teachers to be encouraged to teach the facts about harmful drugs? Will the board support a community-wide attack on the drug problem? May ex-addicts be invited to speak at school assemblies? May counselors regard as privileged the information given them by students "on drugs"--or must they report such confidences to principals or even the police? Speaking of the police, should they be required to abide by certain groundrules for conducting interrogations of students in school buildings? If so, what are those groundrules? Are they to include the protection of the suspect student's due process rights? May principals search lockers in the quest for contraband

narcotics? And how is a youngster who is freaked out on drugs, in school, to be handled?

Unless the board's policies and the administration's written rules and procedures provide the answer to such questions, individual staff members are placed under an unfair obligation to engage in instant or "crisis" decisionmaking--a process that all too often backfires and hurts students, staff members, and the board itself.

For the making of policy on drug education and drug abuse, Francis J. Culp, field representative for the Connecticut Commission on Youth Services, offers these suggestions:

° Write policies that authorize and encourage the full mobilization of <u>all</u> community resources on the drug problem.

° Write policies that put the emphasis on the education and health and welfare of students instead of on punitive actions.

° Write policies that make it possible for drug-troubled students to seek and get counselling anytime without fear of reprisal.

° Write policies that provide tactical support by way of excellent and on-going inservice education programs and up-to-date and authoritative learning materials.

° Write policies that establish the mechanism for real follow-through and delivery of education and service to youth and for constant evaluation. Too many programs are launched with a bang followed by a fizzle.

° Write policies that establish clear lines of authority and responsibility for staff.

° Write policies that are legally sound and that allow staff to carry on their legal responsibilities without anxiety. And <u>check all policy drafts out with your school attorney before making them official</u>.

ANYWHERE PROBLEM

"Put your finger almost anywhere on a map of the United States, and chances are it will point to a community where more and more school children are using drugs of all kinds, and beginning at younger and younger ages. Probably even in your own school district. And, distasteful as the task may seem, your board likely will soon find itself being called upon to work directly with parents and community agencies to curb the growing drug problem."
--Phillis C. Barrins in <u>The American School Board Journal</u>, October, 1969.

° Write policies that will enlighten the public about the drug phenomenon and create support for effective programs. And publicize your policies and programs so that the public knows that the school board is concerned and that it <u>is</u> exercising responsible leadership.

True, the battle against drug abuse by students is not waged by school board members directly. It is carried on by caring and concerned--and highly professional--teachers, counselors, and front-line administrators. Nevertheless, this fact does not diminish the importance of the board's job--the making of policy. As the late Adlai E. Stevenson once said, "Good administration can never save bad policy." The resources of this kit are designed to help school boards forge <u>wise</u> policies--the kind that will serve to advance the cause of effective drug education programs and the humane and understanding treatment of youngsters who find themselves hooked on drugs.

. . . . .

One of the first priorities of the Educational Policies Service when it was launched by the National School Boards Association in January, 1970, was to produce a special "Emergency Resource Kit" (catalog #70-4) to provide resources for the development of school board policy on drug education and drug use. The kit-booklet which you are now reading represents a complete revision of that earlier document, incorporating much new material developed by school boards over the past 18 months.

--William E. Dickinson
Director, EPS/NSBA

EPS/NSBA File: IDBB (ALso JCDAC)

DRUG EDUCATION AND DRUG USE

It is the responsibility of the public schools of Darien to safeguard the health, character, citizenship, and personality development of students in the schools. Since the use of controlled drugs constitutes a hazard to the positive development of students, the public schools of Darien shall:

1. Establish and provide for a K-12 curriculum relating to the effect of controlled drugs.

2. Establish and maintain operational procedures which exercise direction over the possible use of controlled drugs within the school system.

3. Establish and maintain operational procedures to obtain proper assistance for students using controlled drugs.

4. Establish and maintain appropriate procedures for adhering to the legal requirements relating to controlled drugs.

5. Cooperate with Darien town bodies and those other town, state, and private agencies that are involved in the health of students relating to the use of controlled drugs.

6. Provide for other reasonable measures necessary to safeguard the health of students as related to the use or possession of controlled drugs.

7. Establish and maintain a continuing inservice education program for all teachers with specific emphasis on the recognition of behavior brought on by drug use and the immediate steps that should be taken to bring problems to the attention of school authorities.

SOURCE: Board of Education, Darien, Conn.
DATE: 1/13/70

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EPS/NSBA File: IDBB (ALSO JCDAC)

DRUG EDUCATION AND DRUG USE

The Northside Independent School District Board of Trustees, in recognizing the increased incidence of drug use by secondary students, instructs the Superintendent of Schools to take immediate steps to improve the educational program so that students are made aware of the physical and psychological dangers incurred through the improper use of drugs.

All principals are instructed to cooperate fully with law enforcement agencies, and are to report to them any and all information that would be considered beneficial in their efforts to stem this increase in illegal drug use.

The superintendent is also instructed to take immediate steps to prevent any person from coming upon the campus of any school in the Northside District in possession of or under the influence of alcohol, marijuana, hallucinogenic drugs, or narcotics of any kind--or attempting to sell or use said drugs of any kind on the campus of any school in the Northside District.

Be it further resolved that the administration make arrangements to cooperate with the local, state, and federal narcotic officers in the detection, prevention, and prosecution of any and all possible violations.

SOURCE: Northside Independent School District, San Antonio, Tex.
DATE: 10/28/68

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EPS/NSBA File: IDBB (ALSO JCDAC)

DRUG EDUCATION AND DRUG USE

The Board of School Directors is concerned about the community problem of drug abuse, especially as it relates to the pupil population.

The Board instructs the Superintendent of Schools to:

1. Provide an educational program so that students are made aware of the physical and psychological dangers incurred through the improper use of drugs.

2. Cooperate fully with law enforcement agencies and report to them any information that would be considered beneficial in their efforts to stem the increase in illegal use of drugs.

3. Take the necessary steps to prevent any person from coming upon the campus of any school in possession of or under the influence of drugs of any kind, or attempting to sell or use drugs on the campus of any school.

4. Review the policies on drug and narcotics control periodically to assure that such policies reflect new trends or methods of rehabilitation, decisions of the courts, and the degree of student abuse.

SOURCE: Penn-Delco Union School District, Aston, Pa.
DATE: 3/17/71

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DRUG USE

1. Suspicion of Drug Use

The principal, upon establishing reason to suspect that a pupil is engaged in the abuse of drugs, shall discuss this suspicion both with the student's counselor and the student. The student will be advised of the school's responsibility to share the suspicion with his parents. The principal shall hold a conference with the parents to discuss the seriousness of the suspected behavior and ways of securing competent help with the underlying causes of the suspected behavior.

1.1 Student Suspected to be Under the Active Influence of Drugs on School Property

a. When a student is suspected to be under the active influence of drugs while on school property, the student is to be taken to the school nurse for appropriate medical attention. The parents shall be notified immediately, advised of the abnormal behavior observed, and asked to take the student to the family physician or hospital.
b. If the parents cannot provide transportation, the school nurse shall accompany the student to the physician or hospital with the driver education instructor, school social worker, or principal.
c. If the symptoms are considered to be so severe as to present an emergency situation, the school nurse shall arrange to have the student immediately taken to the hospital by ambulance while other appropriate personnel inform the parents and the family physician.
d. If the physician confirms that the student was actually under the influence of drugs, he or the principal must arrange to notify the proper law enforcement officials. If charges are brought against the student by the law enforcement officials, the administrative regulation regarding apprehension for alleged drug abuse (below) shall go into effect.
e. If no charge is made because abuse was not confirmed by the physician but, on the basis of study by the principal or subsequent behavior by the student, the principal continues to suspect drug abuse, the administrative regulation regarding suspicion of drug use shall go into effect.

1.2 Suspected Possession of Drugs on School Property

a. The principal, upon establishing reason to suspect that a student is carrying or has carried illegal drugs onto school

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property, shall confront the student with the suspicion and supporting data. The student shall be advised of the principal's obligation to inform the parents.

b. The principal shall hold a conference with the parents to apprise them of all data which tends to support the suspicion, the known health and safety risks associated with drug abuse, drug abuse laws, and ways of securing help with the underlying causes of drug abuse.

c. If it is considered appropriate on the basis of the above conference, other appropriate consultations, further substantiation of the suspicion, and/or continued questionable behavior, the principal may invoke suspension and/or arrange to notify the proper law enforcement officials.

1.3 Suspicion of Selling or Transferring Drugs on School Property

a. In instances when a student is suspected of selling or transferring drugs on school property the principal has the dual responsibility of protecting the rest of the student body from potentially dangerous influences and exposures and protecting the individual student's right to due process under the law.

b. When the principal has substantial reason to suspect that a student is engaged in the selling and/or transferring of drugs, the student shall be confronted with the suspicion. He shall be advised of the school's responsibility to share this suspicion with his parents. The parents shall be informed in a subsequent conference that the principal is compelled, due to the seriousness of the suspected behavior, to share this suspicion with the proper law enforcement officials. The parents shall be given information regarding the relevant drug abuse law and be advised to consult with their physician and attorney. The parents shall also be apprised of the various services available to them and to the student.

c. It shall also be affirmed in the parent conference that, if there is future substantial evidence of selling or transferring, suspension may be invoked until the principal has reason to believe the activity has ceased. Expulsion by the Board shall occur only after all other avenues for solutions have been exhausted.

Under any circumstances which appear to be of a serious nature involving a student or students suspected to be under the influence of drugs or if having possession of drugs or selling or transferring drugs on school property and in lieu of applying the other provisions of this policy, the building principal shall immediately contact the Superintendent of Schools or his assistant designated to act in his behalf to determine if the proper law enforcement officials should be contacted to investigate and take appropriate action.

2. Apprehension for Alleged Violation of Drug Abuse Statutes

When a student is apprehended and charged with a violation of the federal or state drug abuse laws, the student shall be permitted to continue attending school pending the disposition of his case by the courts.

Once the Superintendent of Schools is informed that a student is so charged he shall require the school principal to provide an evaluation of the student's school history and present functioning in school. The Superintendent of Schools should be prepared to provide any information which might be requested by the court. The Superintendent of Schools shall take into careful consideration any recommendations that the court may make relevant to disposition and follow-up.

3. Rehabilitation

The parents with the aid and support of the school staff shall make every effort to involve the student in appropriate rehabilitative service prior to and following the disposition of the case. This may include regular conferences with appropriate school staff (counselor, psychologist, social worker, or nurse) and/or consultation with the school physician, family physician, psychiatrist, or any other person who may help affect a change in behavior.

SOURCE: Penn-Delco Union School District, Aston, Pa.
DATE: 3/17/71

Drug Education and Drug Use

Drug abuse is a community-wide problem. Education in the dangers of drug abuse is a responsibility of the schools. In the control of drug traffic and in the treatment of drug dependent youth, the schools will cooperate with officials of the agencies which have primary responsibility.

The problem of drug abuse among young people must be approached from several points of view.

1. Education: to bring about awareness and understandings of the potential danger of the use of controlled drugs as defined in P.A. 391, Section 1, of the General Statutes of the State of Connecticut.

2. Control: to eliminate the traffic in drugs on school grounds and to protect the health and well-being of all students from drug abuse.

3. Treatment: to restore the drug-dependent youth to health.

SOURCE: Board of Education, Norwalk, Conn.
DATE: 1/15/71

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DRUG USE

Use of Drugs on School Grounds.

If the appearance and behavior of a student indicate the possible use of illicit drugs, staff members should notify the school administrator of their concern immediately.

The administrator should request the assistance of the school nurse in assessing the physical state of the student. The nurse would follow the existing procedure for handling medical problems. In the case of an acute reaction, the procedure for obtaining prompt care for the patient would be followed.

The administrator should also request the services of the Pupil Personnel Staff to determine whether the behavior represents an isolated incident or is part of a behavior pattern.

When, in the opinion of the administrator, adequate information has been received, a conference will be arranged with the pupil and his parents.

A plan for future schooling shall be developed following the parent conference. This plan must be consistent with the physical and emotional state of the student. In developing this plan, a statement from the family physician which specifies desirable limitation on the program may be requested.

The purpose of the conference and the educational plan is assistance to the student and is not punitive.

Referral to Agencies: Diagnosis and treatment of drug dependency are not a proper function of the public schools. However, the school administration may advise parents of those agencies which provide assistance to drug dependent youth. The appropriate agencies will be identified by the School Medical Advisor.

Possession or Sale of Drugs on School Grounds.

In order to establish the facts of possession, sale, or transfer of controlled drugs by a student on school property, the principal shall request an investigation by the Police Department. If the Police Department finds it necessary to question a student while on school property, the principal or his delegate must be present. In addition, the principal must make an effort to notify the student's parent or guardian. If the parent or guardian is not available an additional member of the staff must be present.

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The principal of the school shall keep a record of the interview including the time, place, person involved, and a summary of the discussion and findings.

When the facts of possession, sale, or transfer of controlled drugs have been reasonably established as a result of the police investigation, the student and his parent(s) shall be required to meet with the principal to review the information obtained in the investigation. If the facts warrant, the pupil shall be suspended from school. The decision to suspend should be based on the distinctions the law makes concerning the relative seriousness of a specific offense.

During the period of suspension an educational plan will be developed by the Pupil Personnel Staff. This plan may include homebound instruction or other appropriate measures.

Action to be Taken in the Case of a Student Who Has Been Arrested or Convicted for the Violation of Laws Relating to Controlled Drugs.

When there has been an arrest and/or conviction of a student for the use and/or possession of drugs during times and places other than during school time or on school property, the school administration shall cooperate with the legal authorities in their investigation. Should the investigation warrant further action by the school administration, a study shall be initiated by the Pupil Personnel Staff.

In those cases where a student presents a clear and present danger to himself or to other students, a plan for future schooling shall be developed following a parent conference.

Procedure to be Followed in Case of a Medical Emergency.

The following procedures are followed in case of a medical emergency:

1. The school nurse attempts to find the parent or relative, or the person designated by the parent to take responsibility for the child. This person would be asked to come to the school and assume the care of the child.

2. If no one can be reached, the nurse would attempt to reach the family physician for his recommendation.

3. If the family physician cannot be reached, the pupil is taken to the hospital emergency room. The nurse will accompany the pupil to the hospital.

4. The nurse remains at the hospital with the patient until the parent or guardian is located.

SOURCE: Board of Education, Norwalk, Conn.
DATE: 1/5/71

DRUG EDUCATION AND DRUG USE

The illegal use, possession, or distribution of drugs and intoxicants on school property or in connection with any school activity is prohibited in school policy as well as in law, and is cause for suspension from school.

The school staff will maintain close coordination with other public agencies in the prevention of drug abuse and in the rehabilitation of drug users.

To carry out this policy and to fulfill its larger educational mission, the curriculum will include at all levels a strong and effective program of drug education. This program will be described in a published curriculum guide, and will be supported by suitable instructional materials and teacher training.

SOURCE: Fairfax County Public Schools, Fairfax, Va.
DATE: 9/10/70

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DRUG USE

Drug Counselor

To assist the principal and faculty of each intermediate and secondary school, one or more of its members shall have special training in the identification and handling of drug abuse victims. This faculty member shall serve as drug counselor to students and consultant to other faculty members. His services shall be made well known to all students and he shall be available for individual and group counseling to students who come to him on a voluntary basis as well as those who are assigned for corrective counseling. He will call upon outside specialists, ex-addicts, and other consultants as needed, working through the principal and through other county agencies.

Procedure for Suspected Drug Abuse

The principal or other school official in charge shall immediately inform the parents of any student seriously suspected of being engaged in any form of drug abuse and shall offer assistance in obtaining appropriate services or treatment including the services of the school drug counselor. Specific procedures are as follows:

1. Students showing marked change in behavior or difference in daily function will be referred to the school drug counselor and school nurse as needed.

2. Should the school nurse/counselor feel that drug abuse is involved, the student will be referred to the principal.

3. The principal, if he finds sufficient reason to suspect drug abuse, will notify the parents or guardian and an immediate conference will be arranged with parents or guardian, student, principal, and school nurse/counselor.

4. Following the conference, should the principal feel additional help is necessary, he will call on or refer the parents or guardian to the appropriate Fairfax County agency.

5. When material suspected to be illegal drugs is found, a sample will be referred to the Fairfax County Police Department for analysis.

6. If, in the opinion of the principal, additional help is necessary, he should call on or refer the parents or guardian to the appropriate Fairfax County agency.

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7. If the principal is unable to contact either parent or guardian or if he cannot enlist the cooperation of the parent or guardian, he will proceed to the next step.

Procedure for Actual Drug Violation

If it is determined that a student is in violation of the provision against illegal use, possession, or distribution of drugs, he may be suspended from school and reinstated only upon firm assurance from parents and student that they will cooperate fully in avoiding further violations. The principal will immediately contact the parent and will report the legal violation to the Police Department, Intelligence Section.

The student will be assigned for counseling and rehabilitation to the school drug counselor and referred to other corrective services as are appropriate and available in the community. Special schedules for school attendance may be arranged to permit the student to take advantage of such services.

The principal will follow up each incident with student and parents at appropriate intervals to insure that positive response has been made.

SOURCE: Fairfax County Public Schools, Fairfax, Va.
DATE: 9/10/70

EPS/NSBA File: IDBB (ALso JCDAC)

DRUG EDUCATION AND DRUG USE

The Board of Education will provide factual education on the non-medical use of drugs, based on the best authoritative material available, to students under its jurisdiction, and will cooperate with community agencies engaged in preventive and rehabilitative programs whenever its students are involved.

The Board of Education is opposed to students using, possessing, or trafficking in drugs for nonmedical purposes.

SOURCE: Regina Board of Education, Saskatchewan, Canada
DATE: 12/15/70

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DRUG EDUCATION AND DRUG USE

Pertaining to the Drug Education Program:

1. Emphasis will be placed on "the hazards of drug abuse" in the instructional program of the senior elementary and secondary schools.

2. The drug education program shall be conducted by personnel who have qualifications and training acceptable to the Director.

3. The development of a drug education program and the preparation of materials shall be undertaken by a Board of Education curriculum committee. This committee will work in close liaison with community agencies engaged in preventive and rehabilitative programs.

Pertaining to Students Whose Behavior is Considered to be Detrimental to the Moral Tone or Well-being of the School:

1. When a student's behavior is considered to be detrimental to the moral tone or well-being of the school, a review of his case shall first be undertaken by the principal, involving parents or legal guardians and guidance personnel. The principal shall then institute an appropriate course of action. Examples of such action are as follows:

   a. To arrange for suitable counselling of the student by Board of Education personnel; e.g., the principal, a member of the staff of Pupil Personnel Services, or a school guidance counsellor.
   b. To recommend to the parent or legal guardian the referral of the student to his family physician or to a recognized outside agency; e.g., the Drug and Alcohol Commission of Saskatchewan, or the Munroe Youth Services.
   c. To recommend to the appropriate superintendent the transfer of the student to another school.
   d. To suspend a student if his behavior is considered to be detrimental to the moral tone or well-being of the school. The principal must forthwith report in writing the facts of such suspension to the Board, which shall take such action thereto as it deems necessary.

(Note: The principal shall take other appropriate action if (a), (b), (c), or (d) are not applicable, and shall advise the superintendent of the action taken.)

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EPS/NSBA File: IDBB-R (ALSO JCDAC-R)

Pertaining to Students Exhibiting Behavior Usually Associated With Drug Abuse:

When a student exhibits behavior usually associated with drug abuse, the principal, without stating the suspected cause, shall call the school nurse if her services are available, and telephone the parent or legal guardian. If immediate medical attention is required, an ambulance should be called.

(Note: Principals and teachers are cautioned that some students, because of health reasons, are taking prescribed drugs and could very well exhibit similar behavior.)

Pertaining to Cooperation With Law Enforcement Officers:

The principal shall cooperate with law enforcement officers, upon the understanding that the responsibility for any infringement upon the rights of the student shall rest with the police authorities and not with the Board of Education or its staff.

Pertaining to Reports and Files:

1. A dated, confidential file on each student whose behavior is considered to be detrimental to the moral tone or well-being of the school shall be maintained by the principal, identifying in detail all courses of action taken and names of persons involved.

2. In case of suspension of a student resulting from the non-medical use of drugs, the principal shall forward immediately all relevant information, accompanied by his recommendations, to the appropriate Superintendent for submission to the Board.

SOURCE: Regina Board of Education, Saskatchewan, Canada
DATE: 1/4/71

EPS/NSBA File: JCDAC

DRUG USE
(Suspicion of Drug Use)

Procedures shall be established for the proper handling of students who become ill during the school day or whose appearance and behavior seem inappropriate, and for determining the physical fitness of a student for school attendance.

Inasmuch as many symptoms of illness attributable to the use of drugs are similar to normal illness, school personnel should in no way attempt to diagnose, define, or categorize the nature of a student's illness. Diagnosis is the province of medical personnel.

SOURCE: South Brunswick Township, Kendall Park, N.J.
DATE: 9/2/70

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DRUG USE
(Suspicion of Drug Use)

Any student whose appearance and behavior seems inappropriate or who becomes ill shall be escorted to the nurse's office by any responsible adult (teacher or administrator) if, in the teacher's judgment, an escort is necessary. In the event that the teacher cannot accompany the student, he shall immediately inform the school nurse (or designee) about those symptoms which he has observed. The transfer of a student from the classroom to the nurse's office shall be handled as tactfully as possible. The nurse or designee shall then inform the school principal if such action seems warranted.

The school nurse or designee shall take the following steps:

1. She shall observe the behavior of the student and shall consider the information provided by the teacher and shall determine whether the student is in need of immediate medical attention.

2. In the event that the student needs immediate medical attention, she shall notify the principal, who shall provide for:

   a. Calling the police department to arrange for an ambulance.
   b. Contacting the parents of the student.
   c. Contacting the local hospital, describing the symptoms, making arrangements for admission, and requesting a report on the student's condition.
   d. Contacting the family physician to inform him of steps taken and symptoms.
   e. Obtaining medical report from the hospital.

3. In the event that the student does not need immediate medical attention, the nurse shall notify the principal, if symptoms indicate it is necessary, and he shall provide for:

   a. Notifying the parents and requesting they come to the school.
   b. Informing parents of the problem when they arrive. They shall be requested to have the student examined by the family physician or the school physician in accordance with their choice. The nurse shall request a report from the physician and inform the principal of the results.

In the event the medical report received by the school indicates that the student is a drug-abuser, the principal shall report this to the Superintendent of Schools immediately and shall arrange for school personnel to work with the parents of the student to develop a program designed to cope with the needs of the student and to terminate his abuse of drugs.

ADMINISTRATIVE RULES SAMPLES (yellow sheets) are distributed for demonstration purposes. Contents are not necessarily endorsed by EPS/NSBA. Editing from originals has been for reasons of space and style requirements only.

In the event that a student is legally charged by the police with drug distribution, he or she shall be excluded from school and an appropriate program (home instruction, counselling as indicated) shall be instituted until such time as the matter is dealt with by the Court.

In all instances of drug abuse, administrators shall cooperate fully with the police.

Any substance taken from students, believed to be intended for drug use, shall be brought to the principal who shall, as a routine procedure submit such substance to the police for analysis. Positive identification of the substance as a drug will result in reporting to the police the name of the student from whom it was taken.

1. In the event that a teacher observes a student with a substance he believes might be intended for drug abuse, or in passing or selling such a substance to another person, the teacher shall in a tactful way, require the student to accompany him to the principal's office, with the substance either in the teacher's or student's possession. The teacher shall not accuse the student of having drugs in his possession since the substance has not been authoritatively identified.

2. The principal shall require the student to turn the substance over to him. The principal shall give the substance to the police department for identification; however, he shall not disclose the identify of the student until and unless the substance is identified by the police as one which could be intended for drug abuse.

   In the event the student refuses to surrender the substance, the principal shall contact the parents and require their presence at his office as soon as possible. He shall then notify the Superintendent and the police and shall afford the student no opportunity to dispose of the substance.

   In each case the principal shall retain his responsibility to safeguard the interests of the student and his parents by keeping them informed at all stages of the procedure.

In the event that a situation similar to any described above shall occur at an authorized after-school sponsored activity, the teacher in charge shall immediately inform the school principal or his designee who shall take the steps necessary as outlined above. In an emergency, the teacher in charge shall take whatever action he deems necessary, consistent with the intent of these regulations and shall inform the school principal immediately.

SOURCE: South Brunswick Township, Kendall Park, N.J.
DATE: 9/2/70

DRUG USE
(General Administrative Guidelines)

1. Periodic and frequent publicity among pupils and parents should be used to alert them to the consequences of involvement with drugs.

2. The schools should support law and order, but should not be considered to be an extension of police power.

3. "Confidential" information shared by a law violator is not privileged information, and the school principal may be required to divulge such information.

4. Transfer from a private school because of immediate exclusion for drug violation should be processed in the same manner as if the violation had occurred on a local public school campus.

5. Arrests on campus should be discouraged unless no other action is possible.

6. Homework or assigned lessons for the pupil on suspension should be regarded as a privilege, subject to the discretion of the principal and the individual teacher, but considering that the ultimate goal is redemption of the offender.

7. All cases should be acted upon individually, considering such factors as: the nature of the violation; previous incidents or involvement; present school record; welfare of other students; and/or the time-lapse between school concerns and legal disposition.

SOURCE: Administrative Regulations (abridged), Santa Barbara School District, Santa Barbara, Calif.
DATE: 5/16/68

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INTERROGATIONS AND SEARCHES

The school principal, or designated person in his absence will be responsible for the implementation of regulations to guide pupils, make major inquiries, and to conduct hearings regarding the illicit use of drugs in his school.

Under the policies of the Board of Education, the principal may search a student's locker or desk under two conditions:

--if the probable presence of contraband materials poses a threat to the maintenance of discipline and order in the school;

--if the students have been informed in advance that, under school board policy, desks and lockers may be inspected if the administration has reason to suspect that materials injurious to the best interests of the school are kept on school property.

The school is responsible for protecting each student under its control; however, an effective working relationship will be established with law enforcement officials.

When a criminal act is suspected, the school authorities should call the police. Information, without prejudice or accusation, will enable the officer to proceed legally.

The questioning of a student or teacher in the school or on school premises will be done only in the presence of a designated school official. The pupil's right to remain silent or to speak through an attorney or parent must be made known to him. Every effort will be made to contact and include in the interrogation, the parent or guardian of the pupil.

Any contraband material should be received in the presence of witnesses, and a mutual identifiable mark be used. Such material is to be turned over immediately to the principal, or designated person in his absence, who is personally responsible for holding and delivering them to the proper public authorities. A receipt with witnesses' signatures should be furnished the owner if known, and one demanded from the officer who takes possession.

The designated school official will maintain an informal record of interview, recording time, place, persons, and summary of incident.

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EPS/NSBA File: JCAB-R

The Superintendent of Schools will be notified immediately and kept fully informed of all problems regarding the use of controlled drugs.

The designated school official will furnish information and carry inservice activities necessary to keep all staff members informed about the use of controlled drugs.

SOURCE: Administrative Regulations (abridged), Regional District #1, Willimantic, Conn.
DATE: 5/69

EPS/NSBA File: (GAM)*

STAFF CONDUCT

The Penal Law of the State of New York absolutely prohibits the possession, use, sale, or gift of any narcotic. In accord with this law, the Board of Education of the Dryden Central School enacts the following policy governing the use of drugs and narcotics:

1. The possession, use, gift, or sale on school premises by a school employee, of any narcotic, drug, medicine or pill, chemical preparation, plant, seed or derivative thereof, of a hallucinogenic, barbituate or amphetamine nature, as more specifically defined under Sections 3301 and 3371 of the Public Health Law and Section 229 of the Mental Hygiene Law, is strictly prohibited, except that possession of the same, together with evidence that the same has actually been prescribed by a duly licensed physician, shall not constitute a violation.

2. Any employee violating this regulation or seeking to promote, encourage, aid, or abet any student in the violation of this policy, shall be referred to the Board of Education for discharge under the applicable laws and statutes, and further, the district principal, upon the advice and counsel of the school attorney, shall seek his prosecution for criminal facilitation under Article 115 of the Penal Law.

3. Personnel currently employed who are convicted in a court of law for violation of any laws pertaining to the abuse of drugs or the use of narcotics, whether or not said offense shall have occurred upon school premises, shall be treated in the same manner and effect as if the offense had taken place upon school premises and punishable in like manner.

SOURCE: Dryden Central School District, Dryden, N.Y.
DATE: 5/11/70

* *NOTE: This exhibit offers an illustration of how to expand the EPS classification and coding system. Please see your EPS handbook for a full explanation.*

SCHOOL BOARD POLICY SAMPLES (buff sheets) are distributed for demonstration purposes. Contents are not necessarily endorsed by EPS/NSBA. Editing from originals has been for reasons of space and style requirements only.

PERSONAL GUIDANCE
(An Act Concerning Professional Communication Between a Teacher and a Student)

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. As used in this act (a) a "public school" means a school which is included in sections 10-160 of the 1969 supplement to the general statutes and section 10-161 of said statutes; (b) a "professional employee" means a person employed by a public school who (1) holds a certificate from the state board of education, (2) is a member of a faculty where certification is not required, or (3) is an administration officer of such a public school; (c) a "student" is a person enrolled in a public school; (d) a "professional communication" is any communication made privately and in confidence by a student to a professional employee of his public school in the course of the latter's employment.

Section 2. Any such professional employee shall not be required to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcoholic or drug problem of such student but if such employee obtains physical evidence from such student indicating that a crime has been or is being committed by such student, such employee shall be required to turn such evidence over to school administrators or law enforcement officials, provided in no such case shall such employee be required to disclose the name of the student from whom he obtained such evidence and such employee shall be immune from arrest and prosecution for the possession of such evidence obtained from such student.

Section 3. Any such professional employee who, in good faith, discloses or does not disclose, such professional communication, shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed, and shall have the same immunity with respect to any judicial proceeding which results from such disclosure.

SOURCE: Public Act No. 261, Connecticut General Assembly (legislature)
DATE: 1/1/71

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DRUG EDUCATION
(Instructional Philosophy and Objectives)

NOTE: The following statement sets forth the philosophy and objectives for a broad K through 12 program entitled "Human Growth and Development" which is designed to provide education about drug abuse in a "nondirective" way--that is, the content would not be taught as a formal subject but woven into other subject areas as the occasion arises. The program, which will utilize community resources, is scheduled to be launched in the Highlands District in the fall of 1971.

We believe that Human Growth and Development is of primary concern to home, school, and community. The school must assume the responsibility of drawing together students, staff (teachers and administrators), and community to assist young people gain a value system. This will enable them to become autonomous decision makers.

We believe this to be a total program--that is, one in which a greater understanding of relevant issues will be developed each sucessive year beginning in kindergarten and progressing through grade 12.

We believe that each individual must be aware of these issues and the factors which influence his decisions. It is essential, therefore, that each individual be continually encouraged to analyze and evaluate what he is reading, hearing, and learning.

General Objectives

1. To nurture sound convictions and a feeling of self-worth.
2. To develop an ability in the individual to face his own problems and meet his responsibilities.
3. To gain an understanding of basic human needs.
4. To lay foundations for sensible attitudes toward and to develop awareness of potentially dangerous substances such as drugs.
5. To develop respect for one's own body.
6. To develop a critical attitude in examining factual information.
7. To develop parent and community awareness of the many ills of society.

SOURCE: Curriculum proposal of a Staff-Student-Citizens Task Force, Highlands School District, Tarentum, Pa.
DATE: 5/71

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DRUG USE
(Model Letter to Parents)

Dear Parent:

The Board of Directors and Administration of the Central Valley School District are firmly convinced that we have a fine group of students and parents. We firmly believe that the parents of our students are concerned for the welfare of their children. But we may find that some children are using narcotics. We feel that the parents, the schools, law enforcement agencies, and churches must work together to eliminate such harmful activities on the part of our young people.

The use of LSD, marijuana, and certain pills is detrimental to the welfare and health of children. The usage of such materials is harmful morally and educationally. The consumption of marijuana and use of LSD are definitely illegal, and in some instances, a felony.

The Board of Directors and staff of the Central Valley District wish to ask you to carefully supervise your children's activities. We also recommend that you have a frank discussion with them about the danger involved in and the use of narcotics. We think it would be an excellent idea to read this letter aloud to your youngsters.

Law enforcement officers advise us that these symptoms could be an indication of narcotic usage by your children: extreme nervousness, restlessness, dilated pupils of the eyes, and/or extreme exhileration, followed by periods of depression. Parents should also be aware that students using narcotics lose interest in their school work.

Juvenile authorities and courts place definite restrictions on the offenders who have been convicted or identified as users. The court discourages final expulsion from school as a student is then not allowed to complete his education.

The Board of Directors of the Central Valley School District has carefully considered the many pros and cons of this problem and has formulated the regulations as follows, to supplement the conditions imposed by the juvenile or adult courts and the principals of the Central Valley District:

1. It shall be the policy of the Board of Directors of Central Valley School District #356 to inform the Juvenile Court of Spokane County that when pupils are remanded to the school by the court, the court impose the conditions under which the school would accept the pupil, and that those conditions be imposed only after consultation and agreement with the

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principal and guidance personnel of the school involved. (This policy was adopted November 28, 1962.)

2. Any student who has been convicted in juvenile or adult court of narcotics usage, sale, or possession will be placed on final probation for one year from the time the offense is committed. Final probation means that the repetition of such an act will mean that the child is immediately expelled from the Central Valley Schools.

3. Students on final probation will be suspended from all school activities during the year they are on probation. This means that they cannot participate on any athletic team, hold any student office, take part in any dramatics or debate program, or take part in any other activity in which a student represents the school.

4. The student on final probation must consult once each month with the principal or vice-principal of the school and a supervisor appointed by the court.

5. A student on final probation is confined directly to the building or classroom where he is engaged in his program of school work.

6. A student on final probation will not be permitted to drive a car to and from school. If he lives more than a mile and one-half from school, he must ride the school bus, otherwise he must walk.

7. A student on final probation must not converse about his activities with other students in the school, on the school grounds, or on the school bus.

We are of the opinion that this problem must be met openly and frankly. We heartily disapprove of these narcotic activities, but also realize that a student must be given a chance to rehabilitate himself and complete his education.

We sincerely realize that the parents of the Central Valley District are extremely concerned about this problem and will do everything possible to help eliminate it.

Sincerely yours,

SOURCE: Central Valley School District #356, Spokane, Wash.
DATE: 12/12/67

For further information...

° Concerning guidelines for implementing the Drug Abuse Education Act of 1970, write to:

Dr. James Spillane
Chief, Drug Education Branch
Bureau of Educational Personnel Development
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

° Concerning major curriculum projects in the field of drug education, write to:

National Clearinghouse for Mental Health Information
National Institute of Mental Health
5454 Wisconsin Avenue
Chevy Chase, Maryland 20015

° Concerning curriculum materials in the field of drug education, write to:

National Coordinating Council on Drug Abuse Education
& Information
Suite 212, 1211 Connecticut Avenue, N.W.
Washington, D.C. 20036

----------A Comprehensive Curriculum Guide----------

The Development of a Curriculum for Teaching Elementary and Secondary School Children on the Dangers Inherent in the Use and Abuse of Dangerous Drugs. Final Progress Report. This extensive guide, designed in large measure by classroom teachers and meant for classroom teachers, was developed in the Laredo Independent School District, Texas, under a contract with the U.S. Office of Education. September, 1970. 545 pp. Available on microfiche or as hard copy from the ERIC Document Reproduction Service, National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. (Specify ERIC access number: ED 042 219). Microfiche price: $2.00. Hard copy price: $27.35.